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ABSTRACT

This document summarizes in tabular form viewpoints expressed by RAN professor-consultants relevant to personnel, materials, classroom management, and curriculum -- specific problems that might hinder the implementation of a new program. Data are analyzed by frequencies and percentages. Related documents are EA 003 545, EA 003 546, EA 003 549, and EA 003 550. (Author/LLR)

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STATISTICAL REPORT

Consultants' Perceptions of Variables That Can Hinder The Success of S-APA Installation

EA 003 544

(First Draft)

Prepared by:

Harold Harty
January, 1970

Prior to a follow-up meeting of the Regional Action Network held at the Airport Inn, North Syracuse, New York, on November 14-15, 1969, the enclosed document entitled "RAN Questionnaire Follow-Up Meeting" was mailed to forty-one active school-allocated consultants. The consultants and their elementary schools are geographically distributed throughout the states of New York and Pennsylvania. The schools are a part of the Eastern Regional Institute for Education's network of Pilot and Demonstration schools. The schools, their locations, and ERIE code numbers are as follows:

Pilot Schools

Code Number	School	Location
01	F. S. Banford Elementary School	Canton, New York
02	Cedar Road Elementary School	E. Northport, New York
03	Cortland Campus School	Cortland, New York
04	Maple Elementary School	Williamsville, New York
05	Nathaniel Rochester Sch. #3	Rochester, New York
06	Gen. E. S. Otis School #30	Rochester, New York
07	C. C. Ring Elementary School	Jamestown, New York
08	Rosedale Elementary School	White Plains, New York
09	Calvin Smith Elementary School	Painted Post, New York
10	Ticonderoga Elementary School	Ticonderoga, New York
11	Trumansburg Elementary School	Trumansburg, New York
12	Westmere Elementary School	Albany, New York
15	Blessed Sacrament School	Syracuse, New York
20	J. Henry Cochran Elementary	Williamsport, Penna.
21	Fairview Elementary School	Fairview, Penna.
22	Wellsboro Elementary School	Wellsboro, Penna.
23	Abraham Lincoln Elementary	Pittsburgh, Penna.
24	Overlook Elementary School	Pittsburgh, Penna.
25	Shannock Valley Elementary	Rural Valley, Penna.
26	Washington Elementary School	Shamokin, Penna.
29	St. Cyril of Alexandria School	Pittsburgh, Penna.

Demonstration Schools

Code Number	School	Location
30	Campbell Central School	Campbell, New York
31	Clinton Elementary School	Clinton, New York
32	G. Berton Davis Elementary	Malone, New York
33	Friendship Central School	Friendship, New York
34	Gardiners Avenue School	Levittown, New York
35	Groton Elementary School	Groton, New York
36	Hancock Elementary School	Hancock, New York
37	John Kennedy School	Batavia, New York
38	North Hill Elementary	Cheektowaga, New York
39	Onondaga Hill School	Syracuse, New York
40	Park View Elementary School	Kings Park, New York
41	Paulding School	Tarrytown, New York
42	Scotchtown Avenue School	Goshen, New York
43	Sherman-Massey School	Watertown, New York
44	Sloatsburg School	Sloatsburg, New York
45	Stevens Elementary School	Scotia, New York
46	Watkins Glen Elementary School	Watkins Glen, New York
50	Ben Avon Elementary School	Pittsburgh, Penna.
51	Boalsburg Elementary School	State College, Penna.
52	Brighton Township Elementary	Beaver, Penna.
53	Hamilton Elementary	Carlisle, Penna.
54	Hoffman Avenue Elementary	Windber, Penna.
55	Inglewood Elementary School	Lansdale, Penna.
56	Johnsville School	Warminster, Penna.
57	Lamar Township Elementary	Mill Hall, Penna.
58	Lionville Elementary School	Downingtown, Penna.
59	Norwood Elementary School	Norwood, Penna.
60	Roosevelt Elementary School	Media, Penna.
61	Smethport Elementary School	Smethport, Penna.
62	Dr. Edward Tracy Elementary	Easton, Penna.
63	White Oak Elementary	McKeesport, Penna.
64	Woodward Elementary	Lock Haven, Penna.

When the Regional Action Network professors and the ERIE staff associates were asked the question (#12), "What variables (factors, forces, influences, conditions--animate or inanimate) do you presently perceive as significantly hindering the S-APA installation in your school"?, their responses were recorded on the following pages.

(1) The first column (extreme right) contains a list of generalized variables formulated over the past two years.

(2) The remaining four columns contain para-phrased comments of the consultants.

(3) The comments are categorized by the four types of ERIE installation schools.

(4) The comments are preceded by the ERIE school code number.

Generalized Variables	New York Pilots	Penna. Pilots	New York Demos	Penna. Demos
#1 - General school facilities, space, equipment, supplies f = 5 % = 4.7	08-Many teachers not having own kit 11-Lack of local funds to purchase needed materials & supplies	29-Equipment-much has been destroyed or stolen	30-Sharing of kits by 2 or 3 teachers	54-Missing kindergarten teachers drawer
#2 - Quality & quantity of ERIE consultant service f = 5 % = 4.7	07-Three different consultants in three years	22-Fear of consultant and all that goes with it 20-Teacher's attitude toward consultant		51-More visits if I lived closer to the school 62-Lack of equipment for demonstration lessons
#3 - Characteristics of S-APA as a curriculum f = 5 % = 4.7	08-New teacher not teaching exercises in progression 05-Ambiguities in exercise booklets		38-Continued use of process oriented teaching techniques	55-Too much structure in S-APA 60-Teachers not fully aware of S-APA objectives
#4- Instructional leadership and goal coordinating ability of principal f = 9 % = 8.4	11-Non-leadership of administration (principal) 02-Greater principal leadership 02-Laissez-faire attitude of former principal still hinders 11-Principal does not exhibit desirable leadership qualities 04-Poor attitude of building administration 07-Principal does not involve himself with the program			55-Principal has two buildings to oversee 58-Principal needs to rule with firmer hand 61-New superintendent lacking knowledge of S-APA

Generalized Variables	New York Pilots	Penna. Pilots	New York Demos	Penna. Demos
#5 - Teachers were "volunteered" for program rather than allowed to volunteer f = 2 % = 1.8	01-Teachers did not really volunteer to be in program			64-Teacher with negative attitude
#6 - Community Characteristics 1) conservatism 2) socio-economic f = 2 % = 1.8	05-Level of ability of the pupil population 05-Low expectancy-Low achievement			
#7 - Teacher attitudes, enthusiasm, and personal beliefs f = 10 % = 9.4	10-5th grade teachers differ as a group from the K-4 group 03-The training of student teachers appears to be more important than educating children 01-Some teachers influence their associates in a negative way	20-Teachers who don't want to teach SAPA 20-Teachers who feel there are too many lessons per year to cover 21-Teacher's apprehension toward the program (4th only) 20-Teacher attitude toward program	44-Teachers do not show enough of their own initiative when teaching S-APA 38-Negative reaction by one of the teachers	58-Disgruntled teacher in kindergarten
#8 - Social & Organizational ills 1) discipline problems 2) absenteeism 3) teacher & student turnover f = 8 % = 7.5	02-Indifference on part of teacher who is leaving school in January	22-New building--disorganization	35-Illness of teacher 37-Poor health of a teacher 36-First & second grade slower groups lack background	60-Teacher with slower children are more hesitant 56-One teacher in hospital a few weeks 59-Lost a teacher

Generalized Variables	New York Pilots	Penna. Pilots	New York Demos	Penna. Demos
#9 - Teacher opposition to collaboration with anyone for the purpose of modifying teacher classroom behavior f = 1 % = 0.9				53-Difficulty of teachers changing to a new teaching style
#10 - Provision of specific S-APA equipment (quality) (promptness of delivery) f = 10 % = 9.4	10-Fifth grade teachers are displeased with some equipment 05-Low quality of materials	25-Lack of fifth grade materials	32-Lack of all necessary equipment 35-Lack of supplementary kits for first grade 37-Lack of equipment (kindergarten)	56-Late arrival of kits resulting in weakening of teacher interest 62-Meshing of Xerox and Macalaster kits 50-Lack of Xerox kits 50-Too many NS items
#11 - Influence of subject matter specialists or curriculum coordinator f = 1 % = 0.9	02-Lack of curriculum coordinator and lack of an organized elementary program			
#12 - Other innovative programs being introduced at the same time f = 2 % = 1.8	03-Too many other innovative programs within the school		43-Too many other innovative programs within the school	

Generalized Variables	New York Pilots	Penna. Pilots	New York Demos	Penna. Demos
#13 - Curriculum preferences of teachers Teaching style preferences f = 6 % = 5.6	01-Unconscious teaching of "own thing" by many teachers 06-S-APA is in competition with other demands on teachers 01-SAPA appears not to be their program		42-Do not wish to give up their "pet" activities	55-Reading is the most important subject 60-Emphasis is on social studies
#14 - Community financial support of S-APA school board, local funds, etc. f = 3 % = 2.8				51-S-APA, will it be adopted district-wide 52-Non-S-APA students in future years 52-Only two sections in each grade going with S-APA
#15 - Inservice S-APA Workshops f = 10 % = 9.4	08-Untrained teacher teaches "own thing" 06-Lack of knowledge about S-APA exercises	29-Lack of proper training of teachers in S-APA 24-New teachers need training in S-APA	42-Untrained teachers next year 32-Teacher without summer workshop 39-Unfamiliarity with program	51-Edinboro Workshop developed negative attitudes 61-Teacher without workshop training 56-Teacher with no workshop training
#16 - Teacher status and recognition f = 4 % = 3.7	09-Principal is being "snowed" by a teacher who isn't productive		31-Lack of teacher confidence, especially when initiating new exercises 36-Some teachers lack confidence	54-Need for continued success in S-APA

Generalized Variables	New York Pilots	Penna. Pilots	New York Demos	Penna. Demos
#17 - Willingness of teachers to implement the terms of each year's contractual agreement f = 9 % = 8.4	02-Reluctance to have consultant observe lesson 01-Anti-SAPA faculty members 11-Presence of two anti-SAPA teachers members 07-Two older teachers do not like S-APA and do not teach it	23-Lack of understanding of commitment of pilot school and ERIE 21-ERIE's policy of the consultant having to be invited into the classroom 20-Teachers not fulfilling prescribed time limits	40-Kindergarten teacher not allowing enough time	62-Lack of time for discussion and observations
#18 - Teacher competence, emotional problems, social background, etc. f = 6 % = 5.6	06-Lack of teacher motivation toward all teaching 01-Teachers are only at the initial phase of program after two years		34-Teachers are constantly worried 32-One teacher is a weak teacher	58-Shyness of teachers to participate in discussion 61-Teachers lack experience and self-confidence
#19 - Teacher load, pupil-teacher ratio, scheduling difficulties f = 8 % = 7.5	15-Class size over 40 03-Teachers are overburdened with many other activities & meetings	20-New teachers who claim they have too much work	41-One teacher is content to let others teach the program 37-Kindergarten teachers teaching too many sections 36-Teachers are overworked 44-Elementary program is very crowded with other subjects	56-Teachers like to teach science only during the afternoon

Table #1: Pilot vs. Demo

Variable Number	Pilot Schools		Demonstration Schools	
	f	%	f	%
1	3	60%	2	40%
2	3	60%	2	40%
3	2	40%	3	60%
4	6	67%	3	33%
5	1	50%	1	50%
6	2	100%	0	0%
7	7	70%	3	30%
8	2	25%	6	75%
9	0	0%	1	100%
10	3	30%	7	70%
11	1	100%	0	0%
12	1	50%	1	50%
13	3	50%	3	50%
14	0	0%	3	100%
15	4	40%	6	60%
16	1	25%	3	75%
17	7	78%	2	22%
18	2	33%	4	67%
19	3	37%	5	63%

Total number of variables per school-type = 51 = 55
Percent of variables per school-type = 48% = 52%
Mean numerical variables per school-type = 2.7 = 2.9

Table #2: New York vs. Pennsylvania

Variable Number	New York Schools		Pennsylvania Schools	
	f	%	f	%
1	3	60%	2	40%
2	1	20%	4	80%
3	3	60%	2	40%
4	6	67%	3	33%
5	1	50%	1	50%
6	2	100%	0	0%
7	5	50%	5	50%
8	4	50%	4	50%
9	0	0%	1	100%
10	5	50%	5	50%
11	1	100%	0	0%
12	2	100%	0	0%
13	4	67%	2	33%
14	0	25%	3	75%
15	5	50%	5	50%
16	3	75%	1	25%
17	5	56%	4	44%
18	4	67%	2	33%
19	6	75%	2	25%

Total number of variables per state	= 60	= 46
Percent of variables per state	= 57%	= 43%
Mean numerical variables per state	= 3.2	= 2.4

RAN Professors vs. ERIE Consultants

Table #3:

(Number of consultants = 36 Number of Consultants = 5)
(Number of Schools = 44 Number of Schools = 13)

Variable Number	RAN Professors				ERIE Consultants			
	# of Consult.		# of Schools		# of Consult.		# of Schools	
	f	%*	f	%**	f	%*	f	%**
1	4/36	11%	4/44	9%	1/5	20%	1/13	8%
2	4/36	11%	4/44	9%	1/5	20%	1/13	8%
3	4/36	11%	4/44	9%	1/5	20%	1/13	8%
4	5/36	14%	5/44	11%	4/5	80%	4/13	31%
5	1/36	3%	1/44	2%	1/5	20%	1/13	8%
6	0/36	0%	0/44	0%	2/5	40%	2/13	15%
7	5/36	14%	5/44	11%	5/5	100%	5/13	38%
8	6/36	17%	6/44	14%	2/5	40%	2/13	15%
9	1/36	3%	1/44	2%	0/5	0%	0/13	0%
10	9/36	25%	9/44	20%	1/5	20%	1/13	8%
11	0/36	0%	0/44	0%	1/5	20%	1/13	8%
12	0/36	0%	0/44	0%	2/5	40%	2/13	15%
13	3/36	8%	3/44	7%	3/5	60%	3/13	23%
14	3/36	8%	3/44	7%	0/5	0%	0/13	0%
15	8/36	22%	8/44	18%	2/5	40%	2/13	15%
16	3/36	8%	3/44	7%	1/5	20%	1/13	8%
17	5/36	14%	5/44	11%	4/5	80%	4/13	31%
18	4/36	11%	4/44	9%	2/5	40%	2/13	15%
19	6/36	17%	6/44	14%	2/5	40%	2/13	15%

Total number of variables per consultant-type	= 71	= 35
Percent of variables per consultant-type	= 67%	= 33%
Mean numerical variables per consultant-type	= 3.7	= 1.8
Variables per number of consultant-type	= 71/36 = 1.996	= 35/5 = 7.00
Variables per school of consultant-type	= 71/44 = 1.61	35/13 = 2.69

* Percent of consultants perceiving variable
** Percent of schools where variable was perceived

Table #4: Data Summary

Variable	Frequency	Percentage
Provision of specific S-APA equipment (promptness of delivery)	10	9.4%
Inservice S-APA Workshops	10	9.4%
Teacher attitudes, enthusiasm and personal beliefs	10	9.4%
Willingness of teachers to implement the terms of each year's contractual agreement	9	8.4%
Instructional leadership and goal coordinating ability of principal	9	8.4%
Social and organizational ills (discipline problems, absenteeism, teacher and student turnover)	8	7.5%
Teacher load, pupil-teacher ratio, scheduling difficulties	8	7.5%

Table #4: Data Summary

Variable	Frequency	Percentage
Teacher competence, emotional problems, social background, etc.	6	5.6%
Curriculum preferences of teachers (teaching style preferences)	6	5.6%
General school facilities, space, equipment, supplies	5	4.7%
Quality and quantity of ERIE consultant service	5	4.7%
Characteristics of S-APA as a curriculum	5	4.7%
Teacher status and recognition	4	3.7%
Community financial support of S-APA school board, local funds, etc.	3	2.8%
Teachers were "volunteered" for program rather than allowed to volunteer	2	1.8%
Community characteristics: (conservatism, socio-economic, etc.)	2	1.8%

Table #4: Data Summary

Variable	Frequency	Percentage
Other innovative programs being introduced at the same time	2	1.8%
Teacher opposition to collaboration with anyone for the purpose of modifying teacher classroom behavior	1	0.9%
Influence of subject matter specialists or curriculum coordinator	1	0.9%

Total number of responses = 106

RAN Questionnaire - Follow-Up Meeting

REGIONAL ACTION NETWORK FOLLOW-UP MEETING

November 14-15, 1969

Report on Variables Influencing Science--A Process Approach Installation

Use one form per each school you serve.

1. Name of consultant: _____

2. Name of school served: _____

3. check one:
   NY pilot ____
   NY demo ____
   Pa.pilot ____
   Pa.demo ____

4. No. of visits to school to date: _____

5. Nine to ten weeks of the school year have passed. Have the teachers in your school each taught at least four complete S-APA exercises? Circle the percentage on the continuum below that best represents the number of teachers having taught four exercises.

100%	90%	75%	60%	50%	40%	25%	10%	0%
Have								Have

6. To what degree do you estimate the teachers in your school utilize process-oriented teaching techniques during S-APA instruction (equipment manipulation, questions rather than lecturing, student discussion, emphasis on process goals of exercise, subgrouping of children, reflection of student ideas, testing of hypotheses and conclusions, etc.)? Process-oriented teaching techniques are used by the teachers to the following degree: (circle one)

1	2	3	4	5	6	7
Constantly Used By All	Constantly Used By Most	Constantly Used By A Few	Used Occasion-ally By All	Used Occasion-ally By Most	Used Occasionally By a Few	Rarely Used By Most

7. Do all the teachers actually teach S-APA for 25 to 30 minutes on five days per week?

   Circle one: YES NO

8. If the answer to #7 is "no," how many minutes per week do you estimate each teacher is giving to S-APA? _____

9. Are you completely satisfied with the state of the S-APA installation in this school at this time?

   Circle one: YES NO

Report on Variables Influencing Science--A Process Approach Installation

10. If the answer to #9 is "no," what dimensions of the S-APA installation do you, as consultant, plan to attempt to improve in the next three months? Be specific.

a. _____

_____

b. _____

_____

c. _____

_____

11. What techniques or strategies do you plan to employ as a consultant in order to obtain the desired improvements indicated in #10? Be specific.

_____

_____

_____

_____

12. What variables (factors, forces, influences, conditions--animate or inanimate) do you presently perceive as significantly hindering the S-APA installation in your school? BRIEFLY LIST (describe) 3 HINDERING VARIABLES (if there are as many as 3) IN ORDER OF GREATEST IMPORTANCE.

1. _____

_____

2. _____

_____

3. _____

_____

13. WHAT FACILITATING VARIABLES DO YOU PERCEIVE AT THIS TIME THAT TEND TO MAKE THE INSTALLATION "GO"?

A. _____

_____

B. _____

_____

C. _____

_____